

**Title:**                   **Self-assessment in Massive Open Online Courses**

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### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

- Understand that both Massive Open Online Courses and Self-assessment are associated with self-regulation and independent learning
- Discuss reliability and validity issues in self-assessment
- Take a stance on whether self-assessment is a fair way of assessment and particularly when effort is included in the self-assessment
- Understand that self-assessment as implemented today by Massive Open Online Courses needs to be ameliorated and approached systematically.

### **Session Outline**

This paper argues that self-assessment is the most effective way of formative assessment for Massive Open Online Courses (MOOC) and particularly for the formative assessment with open-response items in xMOOCs. For these items, MOOCs use peer-assessment. However, it has been found that MOOCs evaluated with peer-grading have higher drop out rates compared to those with autograding (Jordan, 2015). MOOCs are usually taken by adults mainly to satisfy their curiosity (Christensen, Steinmetz, Alcorn, Bennett, Woods & Emanuel, 2013) and it would be easier to motivate them to evaluate their own work than other learners' assignments. Self-assessment can be the solution for the drop-out problem and to the demand of a more individual-centered assessment system for the diverse types of MOOC learners.

I argue that self-assessment is a reliable (Ross, 2006; Sung, Chang, Chiou & Hou, 2005), valid and fair way of assessment (Ross, Rolheiser & Hogaboam-Gray, 1998). When used in MOOCs, self-assessment has been recorded to have moderate to high internal consistency (Admiraal, Huisman & Pilli, 2015). Concerning the self-image bias, I argue that adults can usually distinguish the effort from the ability. Even if they cannot, it does not contradict the construct or consequential validity of the assessment as long as the self-assessment remains formative. On the contrary, the belief that the amount of effort does not necessarily lead to a superior result can decrease the motivation of the students. Therefore, the inclusion of effort can be even considered desirable.

At the end, recommendations for the self-assessment used in MOOCs are made. Except for peer-grading training, MOOCs should train learners for self-assessment. I suggest training for

basic metacognitive skills at the beginning of the course and then providing peer-feedback regarding the self-assessment.

### Session Activities and Approximate Timings

The outline of the workshop is as follows;

Time	Topic
2 minutes	What MOOCs are and types of assessments used by Coursera and EdX
1 minute	The disadvantages of using computer-based and peer-assessment in MOOCs
2 minutes	How self-assessment can deal with the key challenges that MOOCs face
4 minutes	Discussing reliability (as internal consistency) and validity of self-assessment in MOOCs. Correlation between self-assessment, peer-assessment and teacher assessment in a study with 3 MOOCs.
<p><b>Activity 1. Thinking Time! Topic is connected with the personal experience (about 2 minutes)</b></p> <p>The audience will be involved in the argumentation process; the audience will be asked to think of one hobby and one task they have in their routine (eg. washing the dishes). They will be asked to think which of both they would self-regulate easier and for which of both they are more motivated to be improved (This activity aims to the involvement of delegates in understanding the argument : the MOOCs are usually taken by motivated and interested in the topic students and therefore they are much more likely to self-regulate their learning compared to learners who attend compulsory courses).</p>	
2 minutes	Self-image bias Is self-assessment fair? Should the effort be included? (what students believe, gender bias etc)
<p><b>Activity 2. Voting in the room (about 1 minute). The delegates will discover the trend in the room; do the people in the room agree or not with the statement 'the effort should be included in formative assessment'?</b></p> <p>The audience will be encouraged to take a stance on whether including effort in the self-assessment is fair or not and decide by raising their hands.</p>	
4 minutes	Recommendations to improve the self-assessment in MOOCs
<p><b>Discussion time (about 7 minutes)</b></p> <p>The audience will be encouraged to suggest ways of improving the self-assessment process in MOOCs at the end of the presentation (or express criticism).</p> <p>Time for a few questions.</p>	

## References

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